



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3090 Poverty & Health

COURSE OUTLINE – FALL 2025

1. CALENDAR DESCRIPTION

This course offers an in-depth examination of poverty and health. The factors associated with poverty across the lifespan, with a focus on the relationships between poverty, health and development, and the social and ecological determinants of health will be reviewed. Poverty within vulnerable groups, issues concerning inequality and strategies to address poverty and social medicine will also be explored.

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): 8.00 credits including (1 of FRHD*1010, FRHD*2060, FRHD*2260, FRHD*2270, FRHD*2280, PSYC*2450)

Co-Requisites(s):

Restriction(s): This is a Priority Access Course. Some restrictions may apply during some time periods. Please see the departmental website for more information.

2. COURSE DESCRIPTION

Extreme poverty can have devastating impacts; please know that we will be covering difficult content. A key focus of the course are the social determinants of health. The objectives are to develop understanding of poverty and factors associated with poverty, and the influence of poverty on health and development. Other objectives include: Understanding Forms of Inquiry, Literacy, Sense of Historical Development, Global Understanding, Moral Maturity, Depth and Breadth of Understanding, and Independence of Thought. One of the main objectives is to test knowledge, comprehension, and analytic and writing abilities under conditions that require organization and/or forward planning.

3. TIMETABLE

Lecture:

Location:

Final Exam: 8:30 am to 10:30 am on **December 6**, 2025

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Michèle Preyde

Email: mpreyde@uoguelph.ca
Telephone: 519-824-4120 ext. 58599
Office: MINS 133B
Office Hours: By appointment; please consider asking questions in class so other students can benefit from them.

Teaching Assistants: Clint Ali and Sabrina Ghomen

Email: alic@uoguelph.ca ; mghonem@uoguelph.ca

Office:

Office Hours: by appointment

5. LEARNING RESOURCES

Required Resource(s):

1. Alan Davidson. Social Determinants of Health 2nd ed. Oxford University Press, 2019. Approximate cost for the etext 180-day - \$39.99; 1 year - \$46.14; Lifetime - \$61.52
2. Course Reserve (online via Library)
3. Additional reading material may be provided in class or Course Reserve.

Recommended Resource(s):

See additional reading materials in Course Reserve

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Analyze poverty and health as multi-dimensional concepts and trends in social inequality
2. Recognize challenges and solutions to improve/enhance life through poverty reduction
3. Clearly and spontaneously articulate knowledge of poverty and health
4. Develop knowledge of inequality
5. Reflect on ethical and professional issues in interaction with people in a respectful manner
6. Consider the complexity of professional practice with diverse populations
7. Reflect critically on local and global issues affecting health, global citizenship
8. Demonstrate transferrable employability skills such as showing respect for diverse contributions and thoughts of others, analyzing and integrating relevant information, using thinking skills to anticipate and solve problems, and writing skills

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1 Sept 4	Defining Poverty and Health	Introduction; I	
2	Health care & Research Designs	Ch 2; II, III	Note: Review of aims for evaluation report

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
3	Income inequality & measuring poverty	Ch 4 (Davidson); IV	
4	Child poverty	Ch 5; V Video: Citizen Shame (UoG library online)	Review manual for service providers; Child & Family Poverty in Ontario
5	Social exclusion Oct 6	Ch 7; VI	Test Oct 2
6 Oct 9	Employment/working conditions	Ch9;	
7	Indigenous Peoples	Ch8; VII, VIII, IX IX Cultural safety Webb, D., Stutz, S., Hiscock, C., Bowra, A., Butsang, T., Tan, S., Scott-Kay, B., & Mashford-Pringle, A. (2023). Indigenous Cultural Safety Trainings for Healthcare Professionals Working in Ontario, Canada: Context and Considerations for Healthcare Institutions. Health services insights, 16, 11786329231169939. https://doi.org/10.1177/11786329231169939	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
8	Housing and Homelessness	Ch10; X, Video: Salvation (online UoG library) For discussion: Pirrie, M., Harrison, L., Angeles, R., Marzanek, F., Ziesmann, A., & Agarwal, G. (2020). Poverty and food insecurity of older adults living in social housing in Ontario: a cross-sectional study. BMC public health, 20(1), 1320. https://doi.org/10.1186/s12889-020-09437-3	
9	Food insecurity	Ch 11; XI, XII	Test Oct 30

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
10	Health of the environment and Social exclusion continued	<p>Ch 12</p> <p>XIII Buettgen A. Social exclusion Chpt 16 (SDoH, Raphael)</p> <p>XIV Born into the Climate Crisis. Save the Children International</p> <p>For discussion: Five ways the climate crisis impacts human security https://www.un.org/en/climatechange/science/climate-issues/human-security</p> <p>Poggiali, E., Ghiadoni, L., & Coen, D. (2024). Two silent epidemics: air pollution and climate change. “Slow and sustainable medicine” as part of the solution. Emergency Care Journal, 20(1). https://doi.org/10.4081/ecj.2024.12488</p> <p>https://www.cbc.ca/news/science/icj-climate-1.7591844</p>	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11	Strategies to reduce poverty	<p>XV, XVI, XVII</p> <p>For discussion: Potvin L. (2019). The need for political will to reduce poverty in Canada. Réduire la pauvreté au Canada : une question de volonté politique. Canadian journal of public health = Revue canadienne de sante publique, 110(4), 383–385. https://doi.org/10.17269/s41997-019-00243-y saved in docs</p> <p>Sod-Erdene, O., Vahid Shahidi, F., Ramraj, C., Hildebrand, V., & Siddiqi, A. (2019). Is social assistance boosting the health of the poor? Results from Ontario and three countries. Canadian journal of public health = Revue canadienne de sante publique, 110(4), 386–394. https://doi.org/10.17269/s41997-019-00206-3</p>	Note: Evaluation report due Nov 14
12	Social medicine	XVIII Andermann A From social medicine ... Ch 23 (SDoH, Raphael)	Make-up test Nov 20
13 Nov 25 & Nov 27	Global poverty	<p>XIX</p> <p>https://www.worldbank.org/en/topic/poverty/overview</p> <p>https://www.un.org/en/global-issues/ending-poverty</p>	

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site. * The class scheduled for October 12 may be online.

Course evaluation

Test I	25%
Test II	25%
Make-up Test III	(25%)* Make-up if missed test
Evidence Report	10%
Final exam	40% Dec 6, 8:30 am to 10:30 am

Test I, II and III: These tests will consist of multiple-choice and short answer questions based on lecture materials and readings (includes guest lectures, videos etc.). The tests will be based on the material covered prior to the test.

Evidence report (10%) will be an evaluation of the evidence of the effectiveness of an intervention designed to address a social determinant of health. Details to be reviewed in class. The report submission is due to CourseLink Dropbox by 11:59 EST on **Nov 14** as a **Word** document.

Final examination: **Dec 6, 2025, 8:30 am to 10:30 am**

Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

The final exam will consist of multiple choice and short answer questions and will cover all course material (cumulative) including the required readings, guest presentations, lectures and videos.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Test I	1-6, 8	Oct 2, 2025	25
Test II	1-6, 8	Oct 30, 2025	25
Test III	1-6, 8	Nov 20, 2025	Make-up
Evidence report	8	Nov 14, 2025	10
Final exam	1,2,3,4,5,6,7,8	Dec 6, 2025	40
Total:			100%

On-line Library Course Reserve (Ares): Required Readings

Chapters 16 and 23 from Raphael, D (Ed). (2025) Social Determinants of Health, Fourth Edition. Canadian Perspectives. Toronto: Canadian Scholars' Press.

I. Sixteen impacts of population growth

II. Dorman Why poverty is a medical problem. Ont Med Review; read Linda's situation

III. Website: Community Health Centres

<https://www.health.gov.on.ca/en/common/system/services/chc/>

IV. Social Inequality in Canada, Poverty & Income: measures & trends, Chpt 4. Simonetto & Urmetzer

V. Flegel, Chronically ill children and fragile families

- VI. Abdillahi Social determinants and inequities in health for Black Canadians: A Snapshot. Anti-Black Racism as a Determinant of Health <https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health/social-determinants-inequities-black-canadians-snapshot.html>
- VII. Jetty R. Tuberculosis among First Nations, Inuit and Métis children and youth in Canada: Beyond medical management. *Paediatr Child Health*. 2020 May 2;26(2):e78-e81. doi: 10.1093/pch/pxz183. PMID: 33747314; PMCID: PMC7962700.
- VIII. Lauwers Suicidal ideation and poverty in First Nations (also see references)
(Optional) Kendall J Circle of disadvantage: Aboriginal poverty and underdevelopment in Canada. *Am Rev Can Studies*
- IX Cultural safety Webb, D., Stutz, S., Hiscock, C., Bowra, A., Butsang, T., Tan, S., Scott-Kay, B., & Mashford-Pringle, A. (2023). Indigenous Cultural Safety Trainings for Healthcare Professionals Working in Ontario, Canada: Context and Considerations for Healthcare Institutions. *Health services insights*, 16, 11786329231169939. <https://doi.org/10.1177/11786329231169939>
- X. Hwang, Homelessness and health. *CMAJ* 2001
- XI. Ke et al. Food insecurity and hunger; a review of the effects on children's health and behavior
- XII. Fafard St. Germain, Food insecurity in Nunavut... *CMAJ* 2019
- XIII Buettgen A. Social exclusion Chpt 16 (SDoH, Raphael)
- XIV Born into the Climate Crisis. Save the Children International
- XV. Canada's First Poverty Reduction Strategy:
See Executive summary, Pillars, Canada's first poverty line: <https://www.canada.ca/en/employment-social-development/programs/poverty-reduction/reports/strategy.html#h2.4> The statistical fine print (pg 65-80)
<https://www.canada.ca/en/employment-social-development/programs/results/poverty-reduction.html#h1>
- XVI Website: Strategies for Reducing Poverty in Ontario <https://www.ontario.ca/page/building-strong-foundation-success-reducing-poverty-ontario-2020-2025>. Executive summary, Key principles, Pillars 1-4, Achieving Indigenous prosperity and well-being, Supporting priority groups, Tracking progress.
- XVII. Stergiopoulos et al, Effectiveness of Housing First with Intensive Case Management in an Ethnically Diverse Sample of Homeless Adults with Mental Illness: A Randomized Controlled Trial. *Plos One*, 10(7): e0130281. doi:10.1371/journal.pone.0130281
- XVIII Andermann A From social medicine ... Ch 23 (SDoH, Raphael)
- XIX. Bhutta ZA, Sommerfeld J, Lassi ZS, Salam RA, Das JK. Global burden, distribution, and interventions for infectious diseases of poverty. *Infect Dis Poverty*. 2014 Jul 31;3:21.

Additional Readings available from Ares Course Reserve for those interested

- Braveman A SDoH & Health Inequities 2023 UoG library – free access (excellent)
- Lidicker W. Z., Jr (2020). A Scientist's Warning to humanity on human population growth. *Global ecology and conservation*, 24, e01232. <https://doi.org/10.1016/j.gecco.2020.e01232>

Handbook on Child Poverty and Inequality, Edited by Alberto Minujin, Equity for Children, The New School and Enrique Delamonica, UNICEF (UoG library)

Jensen SKG, Berens AE, Nelson CA 3rd. Effects of poverty on interacting biological systems underlying child development. *Lancet Child Adolesc Health*. 2017 Nov;1(3):225-239. doi: 10.1016/S2352-4642(17)30024-X. Epub 2017 Jul 27. PMID: 30169171

Erbach, M. (2022) The Knowledge Institute on Child and Youth Mental Health and Addictions. Homelessness and young people's mental health.

Liu et al Resilience and Adverse Childhood Experiences: Associations With Poor Mental Health Among Homeless Adults *Am J of Preventive Medicine* 2020;58: 807-16

Gupta, The impact of poverty on the current and future health of children. *Ped Child Health* 2007

Andemann, Taking Action on the social determinants of health, *CMAJ*

Poverty in Canada; A Backgrounder, Government of Canada

Cass A. Health outcomes in Aboriginal populations. *CMAJ* 2004; 176(6): 597-8

Sheuya. Improving the health and lives of people living in slums. *Ann NY Acad Sci* 2008; 1136: 298-306.

Egeland et al., Food insecurity among Inuit preschoolers, 2007-8. *CMAJ* 2010; 182(3):243-8.

Urbananoski Need for equity in treatment of substance use among Indigenous people in Canada

Marmot Social determinants of the health of Indigenous Australians

Tarasuk et al, Association between household food insecurity and annual health costs

Berkowitz et al., Food insecurity: What is the clinician's role?

CMAJ report on Poverty

Chachamovich et al., Learning from the lives that have been lived

World Health Organization, Poverty and mental health Infosheet

Holder, The code of the streets Armed Conflict and children's life chances UN report: The State of Food Security and Nutrition in the World <http://www.fao.org/3/a-I7787e.pdf> The uses of global poverty (author replied to my request Dec 29 2017)

Murray. Poverty and Health *CMAJ* 2006; 174(7): 923.

Goel et al. Social accountability at the micro level

13 Public health interventions in Canada

WHO Closing the Gap in a Generation: Health equity through action on social determinants of health

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Academic misconduct:

The Academic Misconduct Policy is outlined in the Undergraduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors shall not determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors can determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10.UNIVERSITY STATEMENTS**E-mail communication:**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

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The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.